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ABSTRACT

In response to William J. Bennett's "To Reclaim a Legacy: A Report on the Humanities in Higher Education," five essays provide insights into the humanities from varying perspectives. "Humanities Education and Business," by John A. Ziegler, underscores the importance of a liberal education in business and industry, considering writing skills and conceptual skills to be of particular value in managerial and professional jobs. "Humanities in Higher Education," by Roslyn Rutstein, describes the importance of the humanities to the total development of human beings, their senses, cognitive abilities, values, communication skills, and creativity. "Science and the Humanities," by Robert G. Stenger, argues that scientists, better than most, recognize the need for a broad background in human knowledge if meaningful solutions are to be found to human problems, endorsing science classes that emphasize the climate, culture, and historical settings in which discoveries have taken place; that introduce social concerns; and that foster and encourage cross-current contact. "Linking Heads, Hearts, and Hands: Humanities and the College Curriculum," by Michael H. Parsons, reviews the positions of Bennett and other educational leaders with respect to the development of linkages among fields to create a community of learning, and examines recent assessments of the status of American higher education that suggest directions to be taken in the attainment of this goal. Finally, "A United and Integrated Effort toward Reclaiming the Legacy," by Ronald A. Kepple, notes the problems and conditions that have resulted in the decline of the humanities. (AYC)

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A COLLOQUIUM REVIEW OF

To Reclaim a Legacy

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To Reclaim a Legacy

presented at
Hagerstown Junior College
Hagerstown, Maryland

on
May 16, 1985

sponsored by
The David Lee Teaching-Learning Center

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INTRODUCTION

by Ronald A. Kepple

The importance of the humanities is basic to education. The humanities tell us how men and women of our own and other civilizations have grappled with life's enduring, fundamental questions: What is justice? What should be loved? What deserves to be defended? What is courage? What is noble? What is base? Why do civilizations flourish? Why do they decline?[1]

The humanities must not be argued for as something that will make our students refined, nor should the humanities be presented as a nonrigorous interlude where the young can chew over their feelings, emote, or rehash their opinions. The humanities are not an educational luxury, and they are not just for majors. They are a body of knowledge and a means of inquiry that convey serious truths, defensible judgments, and significant ideas. Properly taught, the humanities bring together the perennial questions of human life with the greatest works of history, literature, philosophy, and art. Unless the humanities are taught and studied in this way, there is little reason to offer them.[2]

In two-year colleges where vocational training is so important some schools have recognized the need for a strong common curriculum in the humanities. In 1979 at Kirkwood Community College in Iowa several faculty and administrators formed a Humanities Committee to review the humanities and recommend improvements. They developed and obtained approval for a new twenty-hour humanities core requirement. Candidates for the Associate of Arts degree now select from a very limited list of challenging academic courses--in literature, history, philosophy, and languages--which concentrate on reading primary texts and require extensive student writing.[3]

In the sections which follow several writers express their views on the humanities from their vantage points:

John A. Ziegler, Humanities as Viewed from the World of Business
G. Roslyn Rutstein, Humanist Response to Humanities
Robert G. Stenger, Humanities as Viewed by Science
Michael H. Parsons, Humanities and the College Curriculum
Ronald A. Kepple, Conclusion: A United and Integrated Effort Toward Reclaiming the Legacy

INTRODUCTION (continued)

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1. William J. Bennett, To Reclaim a Legacy: A Report on the Humanities in Higher Education (National Endowment for the Humanities, Washington, DC, 1984), p. 3.

2. Ibid., p. 8.

3. Ibid., p. 24.

HUMANITIES EDUCATION AND BUSINESS

by John A. Ziegler

It is often said that managers and professionals should be "well rounded," but is there any value in "well roundedness," and if so, what specifically is it?

American Telephone and Telegraph Company, one of the largest organizations in the world, has been studying its own managers since 1956, comparing two generations of college recruits. With over 250,000 employees assessed, one conclusion regarding management potential speaks for itself: "Nearly half of the humanities and social science majors were considered to have potential for middle management, compared to about one-third of the business majors and about one-fourth of the engineers. The liberal arts graduates were promoted faster within the first few years than either technical or business school graduates. Humanities and social science majors, for the most part, outperformed the others, especially in the areas of interpersonal skills and communication skills. There were significant differences in the areas of quantitative skills, in which the technical and business school graduates excelled. In the area of intellectual ability, both humanities and social science graduates scored higher than business graduates."

In a 1981 study sponsored by the Business Round Table, an association of large industries, about a thousand business leaders were asked to rank twelve characteristics by their impact on a person's effectiveness in a managerial or professional job. Thirty-seven percent of the respondents ranked "writing skills" among the top four characteristics; twenty-nine percent ranked "ability to express oneself before a group" among the top four; twenty-six percent ranked "cognitive ability" among the top four; and thirty-six percent ranked "good judgment" among the top four. Of the twelve characteristics ranked, only one--"ability to get along with others"--was ranked significantly higher. A liberal education, with emphasis on the humanities, would seem to enhance any and all of these top-ranked characteristics.

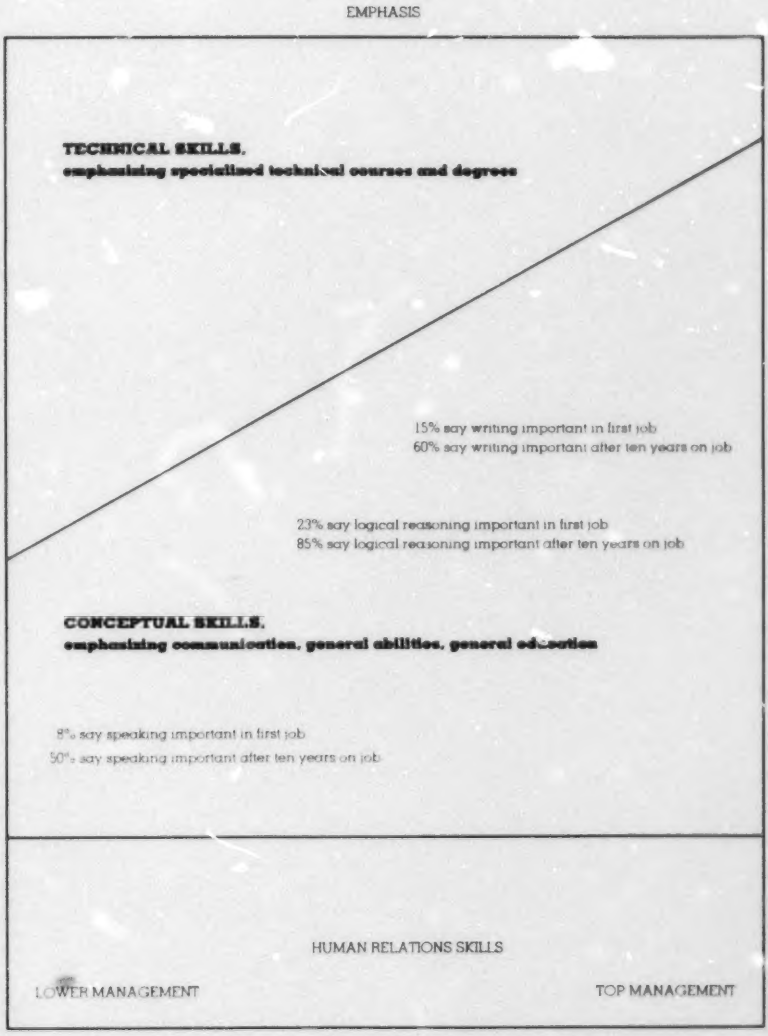
Further evidence of the importance of a liberal education in business comes from the 1984 edition of Business Year magazine, where it is pointed out that "many employers are looking for basic skills, and among the most important of these are communication skills. Company after company has discovered that they can train their people to do the job, but they can't teach them to write. The recent outcry about the poor quality of students' writing has not

HUMANITIES EDUCATION AND BUSINESS (continued)

been generated solely by professors or parents. Students who write poorly become employees who write poorly, and wordy, ambiguous, or inaccurate writing can cost companies time, money, and customers. When interviewed about the skills they most want new employees to have, many corporate executives have said, 'The ability to write well.' The expectation that they will be hiring people with good communication skills is one reason some companies choose liberal arts graduates rather than specialists. Many hirers know their jobs will require the diverse skills and versatility that they expect a liberal arts background will have provided."

And, the value of a liberal education seems to expand as one moves into higher management. As the attached model depicts, the emphasis on technical skills typical of lower-level positions is replaced by an emphasis on conceptual skills in top management.

Today's college students feel pressure to obtain so-called marketable skills in order to find employment when they graduate. Increasingly, they use their college education as a specific job-training program. How wise is this in the long run? The chairman of General Foods Corporation, speaking in 1983, declared, "Modern education has become so highly specialized that many college graduates are no longer capable of looking beyond their own areas of expertise. Business has to demonstrate, by its hiring practices, that it truly is interested in the graduate with the broader-based education. The colleges, after all, are giving us the kind of student they think we will hire. Students should not have to make a choice between liberal arts and 'practical' education, but should be able to choose curricula that encompass both."


EMPHASIS
TECHNICAL SKILLS,
emphasizing specialized technical courses and degrees
15% say writing important in first job
60% say writing important after ten years on job
23% say logical reasoning important in first job
85% say logical reasoning important after ten years on job
CONCEPTUAL SKILLS,
emphasizing communication, general abilities, general education
8% say speaking important in first job
50% say speaking important after ten years on job
HUMAN RELATIONS SKILLS
LOWER MANAGEMENT
TOP MANAGEMENT
EMPHASIS

BEST COPY AVAILABLE

HUMANITIES IN HIGHER EDUCATION

by Roslyn Rutstein

I am deeply honored that I have been asked to participate in this colloquium review of the humanities, and I hope that the remarks that I make this morning will be, at least, interesting to you and hopefully a catalyst for honing thoughts into a clearer understanding of the role of the humanities in higher education.

I believe:

> The humanities represent the infinite in existence and have evolved as humankind has evolved.
>
> As humankind focused on one aspect of our capabilities or another, we used the gifts of the humanities to mirror our present, confront our ideas, reflect on our past, and assist in our achievement of goals and plans.
>
> Today as educators, we are confronted with the task of preparing our students for a world that we know is significantly different from the world we knew in our undergraduate years.
>
> Whether these students are to play significant roles as contributors to humankind's future is not for us to decide. Our job is to prepare them to use their greatest abilities and potentials to enhance their own lives while they contribute to the value of life for all people.

I recognize that each discipline has its part to play, and each of us interprets that part based on our own awareness and values.

I see the role of humanities educators as teaching students to communicate through words, images, music, and actions; teaching students to think critically about society; teaching students to question ideas, values, needs, wants, and behaviors; and teaching students to experience the present, reflect on the past, enjoy the gifts of our senses, and recognize that black and white answers to human questions have an infinite number of shades of grey between them.

William Bennett's report on the Humanities and Higher Education calls us

HUMANITIES IN HIGHER EDUCATION (continued)

To Reclaim a Legacy. The participants, in preparing the report, collectively developed support for their premise that the humanities play significant roles in all aspects of our lives.

We at HJC have included in our definition of the humanities not merely learning about the arts but also experiencing the arts. Thus, we in theory provide our students with the opportunity to have empathic and sensory experiences that give them more than attitudes "about the arts."

It is the humanities that combines the knowledge of the sciences and the other disciplines and asks the questions "Why and how does this 'idea' contribute to my own and society's future?"

If our students are not given the opportunity to learn what the humanities teach, to look at their ideas critically and determine if the time, energy, money, and whatever else is expected is worth expending, then, their decision making process will be erratic at best.

The sciences direct our energy to look for solutions and to develop ways of entering into new realms. The math and sciences are very precise in their goals and are focused in their results. Medicine and business require that the participant respond to a variety of stimuli and make judgments. When one makes an error in these disciplines, it could be deadly: it could have incredibly negative effects on the individual as well as humankind, depending upon the responsibility and the specific activity.

The humanities, on the other hand, is a place where we can begin to develop our skills of critical thinking, of logical sequencing, of testing our knowledge and our reasoning in a way that would not be so devastating to humankind. The beauty of it is if one decides that a particular humanities experience is a waste, and we have heard people say that about certain kinds of paintings, theatre or musical experiences, the human race will not fall apart.

Along with that is the possibility for others to communicate through humanities skills their understanding of that particular art, music, theatre, or literary experience and to tell the particular reader or listener or observer what it is that they perceive this humanities experience to have that makes it more than a waste and possibly very valuable and essential.

HUMANITIES IN HIGHER EDUCATION (continued)

My point is, if we have an avenue such as the humanities which enables us to discuss and hone our reasoning skills, an avenue that with our correct or incorrect answers will not totally destroy the human race or a segment thereof, then it seems that to negate the value of that avenue, to negate the potential of that development, is to negate one's opportunity for growth.

Other disciplines teach us precision, but they do not teach us how to reason beyond the reason that we have been taught. The humanities provide us with an avenue to learn creative reasoning. It then enables us to critique, confront, negate, and then reevaluate that idea, that perception, and that reflection.

We benefit from the humanities experience; it is a place where our senses are developed - our senses which we take for granted just as the humanities are taken for granted. Most of us take the time to develop our intellect, and only a small percentage of us take time to develop our senses. The humanities are our opportunity to develop our senses along with our intellect.

We have been learning more and more about the two sides of the brain, about the fact that thinking and feeling come as part of being human, and that some people have a tendency to be more highly developed in one area than in the other, yet all people have the potential of being developed in both areas.

Society has up until recently focused almost entirely on the intellect. The age of information that we have is a perfect example of what has happened as a result of society focusing on the intellect. And I would be among the last to negate the value of where we are. However, when we reach an intellectual plateau as I believe we have, it is essential that the other hemisphere of the brain be developed.

I agree with Rollo May when he said, "If we are not open to the unconscious, irrational, and transrational aspects of creativity, then our science and technology have helped to block us off from ... 'creativity of the spirit,' and to the extent that we lose this free, original creativity of the spirit as it is exemplified in poetry and music and art, we shall also lose our scientific creativity."

HUMANITIES IN HIGHER EDUCATION (continued)

It appears to me that the educational system has in many ways blocked the creative energy generated by the arts and has looked to the behavioral, accountable, measurable, and more linear foci. Now we must acknowledge the non-linear, the humanities, as essential to achieve our goal - that I believe to be the total development of human beings.

And so we see in the public school system in Washington County the requirement of arts classes before graduation. We see the National Endowment for the Humanities supporting papers, addressing the entire educational system of this country, focusing on the reality that the value of the humanities has been negated, and the humanities have not been given the value that they are due, and that attitude must change.

It's time. It's time that all educators look at education as a broader experience, a broadening experience. We know that the potentials that young children will have for learning will be far greater than the potentials that we had. We know that what facts we learned primarily are already obsolete and that the basis of most of our learning that still remains valid is how to learn.

We have been living in a paradox these recent years on how to teach and how to educate so that we give our students content as well as concept while acknowledging the constant flux of information.

We have to be able to know that we are human, to know that our errors are a part of our humanity. The humanities give us the opportunity to make mistakes and the opportunity to correct those mistakes.

The humanities are essential,

not because they are precise
but because they can be not precise;

not because they have a direction
but because they do not have to have direction;

and not just because one could not survive without them,
but also because one can live more fully with them.

HUMANITIES IN HIGHER EDUCATION (continued)

Humanities education is vital to the future of humankind: vital to addressing our attitudes and values on significant issues.

In closing, I believe that we, as educators, must acknowledge that the humanities are not fluff BUT are as essential to life as the senses used to make them known to us.

SCIENCE AND THE HUMANITIES

by Robert G. Stenger

Science should not be viewed as somehow being antithetic to the humanities. At least as much as many people (and more than a lot!), scientists are very sensitive to the price exacted by narrow provincialism. The world has been reshaped in such a myriad of ways since World War II - even World War I - by the discoveries of science - it might be more accurate to say by the uses and applications of those discoveries - that things will increasingly require the interest and good will of all segments of society.

Science has in the minds of many brought a number of problems among which are the Bomb, acid rain, the Pill, and toxic waste dumps. Accordingly many individuals have an extremely jaundiced view of the doings of science and technology. Unfortunately these people fail to realize that many in the scientific community are very concerned and involved in attempts at solving key societal issues and have been doing so for a long time. Nearly twenty years ago a noted German physicist, Max Born (who later received British citizenship), decried the terrible condition of having scientific discoveries put to such horrific uses by the state such that an inevitable vicious circle was set up wherein scientists were continually asked to produce ever more powerful and destructive countermeasures. Born clearly saw that much of the way of thought and process involved in doing science was not transferable to other areas of the human domain - religion, art, and so forth.

Bennett in To Reclaim a Legacy cites the Yale professor Maynard Mack's views on the difference between the narrow, rigidly constrained limits that current graduate programs provide and the enormous breadth of knowledge as well as recognized depth and specialized knowledge of noted scholars of the past. Lewis Thomas, certainly one of the more thoughtful writers of recent years, has in a scathing manner denounced the same heavy concentration in specialty fields on the part of medical students and that before almost any of them have had some experience in areas that would prepare them to relate to and deal with people and their problems. Not surprisingly, Thomas wants a return to a more balanced curriculum - one heavily laced with once traditional humanities offerings.

The point should be an obvious one. Scientists (at least some of them) perhaps better than most recognize the need for a broad background in human knowledge if meaningful solutions are to be found by men of good

SCIENCE AND THE HUMANITIES (continued)

will ... they work together hand in hand to ameliorate if not solve many of the world's irritants. Narrow specialization is understandably necessary to an extent in the arcane world of science, but much work in one branch of science is nearly unintelligible to workers in another area of science itself because of the detailed language and methodology. Ironically science itself often benefits most when a synergetic cross-fertilization takes place between individuals engaged in an interdisciplinary effort. In part this forces a process of introspection, self-questioning, and clears the decks for fresh inputs and insights.

Too much science teaching (other kinds, too) has only tended to develop the aura of expertise with no perspective, no sense of feeling, or social conciousness which leaves little or no sense of responsibility to be experienced as an individual. Intrinsic questions of right and wrong can fade quickly into oblivion in such a setting.

Some in science education have rightly questioned as to whether an educated person or a trained automation is the product of the schools today.

A broadened curriculum is an obviously desirable goal, but it may not be possible for some students to add many additional courses (more humanities for some, more science for others, more this or that) because of program limitations as they exist now. The College should explore where such changes might be made by undertaking an intensive and coordinated study. At the least, current classes in science can continue to emphasize (as they do now) the climate, culture, and historical setting in which discoveries and developments have taken place. Specific references to literature and other humanities can be and should be logically intermeshed with the usual fare that constitutes the main body of a science course. A course such as PHY SCI 104 is an excellent vehicle to use to achieve some of the above, but there is no real barrier to doing it in almost any science class.

Presently Drs. Elliott and Montgomery have included various societal concerns into their biology offerings in a specific way and, it might be noted, their students have responded to these in a satisfying manner. Non-typical science courses such as Contemporary Biology can provide a forum within which additional contact of cross-current type topics and issues can be fostered and encouraged.

SCIENCE AND THE HUMANITIES (continued)

Science students must not just know the subject matter of the specific field as it seems to exist now; they need to see how society has reached the positions and conditions that currently exist as well. How has the journey been made so far? Where are we going? Who decides the route to be taken? What are the costs in all of the human terms that matter?

A broadened College experience must be offered every student able to benefit from it. The goal is not and will not be an easy one, but the battle must be joined.

LINKING HEADS, HEARTS, AND HANDS: HUMANITIES AND THE COLLEGE CURRICULUM

by Michael H. Parsons

Introduction

In his newly released book, Innovation and Entrepreneurship, management theorist Peter F. Drucker poses a question germane to the challenge facing the humanities in today's curriculum: "How can we make the organization receptive to innovation, want innovation, reach for it, work for it?"[1] The recent resurgence of concern over the quality of teaching, the content of general education, and the role of specific discipline clusters in the curriculum suggests that the pressure of change is being felt on the campus.

How should Drucker's question be answered? In the recent N.I.E. study, Involvement in Learning: Realizing the Potential of American Higher Education, the authors suggest that "excellence in higher education, we believe requires:

1. That institutions of higher education produce demonstrable improvements in student knowledge, capacities, skills, and attitudes between entrance and graduation;

2. That these demonstrable improvements accrue within established, clearly expressed, and publicly announced and maintained standards of performance for awarding degrees based on societal and institutional definitions of college level academic learning; and

3. That these improvements are achieved efficiently, that is, that they are cost effective in the use of student and institutional resources of time, effort, and money."[2]

The issue has been joined; as the executive editor of Industry Week, Perry Pascarella, points out, ". . . many a lofty intention has fallen into a chasm because [organizations] have not been able to link . . . head, heart, and hands [to produce] strategic thought and action."[3] Does Secretary of Education Bennett's To Reclaim a Legacy provide any specific direction?

LINKING HEADS, HEARTS, AND HANDS: HUMANITIES AND THE COLLEGE CURRICULUM (continued)

Developing Linkages

The Bennett report is articulate in asking three questions: what is to be sought, who must lead the search, and what is the purpose of the search? The first question emanates from student reactions to the core curriculum at Brooklyn College of CUNY. They report the ability "to see relationships among fields, and they talk about a renewed sense of a community of learning, a community that includes faculty, students, and administrators."[4] This synthesis represents a high order of learning. Students immersed in such an environment are prepared to meet the challenge that change poses in society.

The second question extends the mantle of campus leadership to the humanities faculty. Philip Phibbs, President of the University of Puget Sound, states, "Leadership . . . must . . . come from the humanities faculty itself. This group must assert itself aggressively within the larger faculty and make its case with confidence and clarity. In too many cases, I think, faculty members in the humanities assume that any intelligent human being, and certainly any intelligent faculty colleague, understands the value of the humanities. It should not, therefore, be necessary to articulate the case. This is a dangerous and misguided assumption."[5] Phibbs' call for articulate and assertive action is equally effective in answering Drucker's question and engaging the challenge of change.

In questioning the purpose of the search, Bennett provides a concise rationale for change in higher education: "The challenge to our colleges and universities, I believe, is to conserve and transmit [the] tradition [of knowledge and inquiry, the framing of important questions in the vigorous search for good and truthful answers], understanding that they do this not merely to pay homage to the wisdom of the past but to prepare wisely for the future."[6] The creation of linkages between a community of learning and assertive leadership, to conserve society's tradition yet prepare for the future, is an impressive challenge. Are the humanities capable of engaging it? Several recent assessments of the status of American higher education approach an answer.

LINKING HEADS, HEARTS, AND HANDS: HUMANITIES AND THE COLLEGE CURRICULUM (continued)

A Plan of Action

The N.I.E. study group in Involvement in Learning provides a set of expectations which suggest a direction. "[College level] learning is enhanced when both expectations and standards are clear, and when they are actively shared by faculty and students. . . . We firmly believe that those charged with curriculum and instruction in our colleges should understand what students expect, and should reciprocate by clearly communicating to students the learning objectives of college-level programs and courses."[7]

The Association of American Colleges empaneled a select committee to redefine the meaning and purpose of baccalaureate education. When addressing the problem of accountability, they recommend: "The colleges themselves must be held responsible for developing evaluations that the public can respect. . . . There are three main areas of assessment, three places where the effectiveness of an institution can be evaluated: students, programs, faculty. In all three, interrelated as they are and by necessity requiring concurrent attention, the professors are fundamentally responsible and therefore charged with designing and monitoring the mechanisms of assessment."[8]

The final element in the design is drawn from the work of Columbia University Professor Clifton F. Conrad. His report on general education in community colleges recommends that "each community college should review and plan its general education program in the context of its own mission, students and ethos."[9] He explains the recommendation in the following way. ". . . As colleges review their general education programs, it is important that they be judicious in examining innovative practices at other colleges. . . . Each college has a distinctive history and mission, a [unique] setting, and serves a different student clientele. . . . curricular designs, programs, and practices must be compatible with local needs and resources. . . . In the final analysis, program review and planning must not be shaped primarily by a concern for importing curricular designs and practices, but by a preeminent desire to introduce curricular changes only as they mesh compatibly with institutional needs."[10]

LINKING HEADS, HEARTS, AND HANDS:
HUMANITIES AND THE COLLEGE CURRICULUM (continued)

Conclusion: The Mastery of Change

In an essay written nearly twenty years ago, the psychologist Abraham Maslow challenged educators "not to be afraid of change but . . . be comfortable with change and novelty and . . . even be able to enjoy novelty and change."[11] HJC has made the necessary beginning. In 1984 we completed a successful reaccreditation. From it came a grass roots commitment to strategic planning. Now we need what Bennett describes as "uncommon courage and discernment on the part of a few and a shared vision of what can and ought to be on the part of many."[12] I challenge the humanities faculty and I challenge myself to implement the design for action described above.

In conclusion, Lionel Trilling, in an insightful essay on the uncertain future of humanities education, reminds us that [the] "humanistic educational traditions of the past were grounded in strenuous effort and that the idea of ordeal was essential to them, it will be obvious, I think, that [current] American culture will not find those educational traditions congenial."[13] We must reverse this trend.

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LINKING HEADS, HEARTS, AND HANDS:
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CONCLUSION

A UNITED AND INTEGRATED EFFORT TOWARD RECLAIMING THE LEGACY

by Ronald A. Kepple

There are several things wrong which account for the decline of the humanities. Perhaps the fault lies with our greater society for not insisting that students get an education instead of only some specialized training or "skilling." Perhaps it is the fault of our political leaders who have gained our trust and have accepted the authority which we have given them, so that they might prioritize funds and resources to guarantee individuals' rights to know of the past, synthesize the present, and project into the future with reason and judgment. They sometimes fail us.

It is the responsibility of education administrators who have to respond when numbers are crunched and the immediate question demands an answer, "Can I get a job?" But do they have to crunch under the pressure. And some do cringe at what they have to do. There should be more cringing than crunching. Creativity, tenacity, and a reflection of an administrator's own education should reclassify the highly improbable scenario to merely one of difficulty.

Finally, faculty must share a great part of the responsibility for the decline of the humanities in higher education and it is they who must work most diligently to reclaim the legacy. It is the teachers who operate the delivery system. Faculty are a very special kind of technician. In addition to teaching a discipline, instructors can aspire to the teaching of lessons which capture the essence of the human condition, by word and deed. To be prideful of one's speciality is a natural human response and a professional obligation. To be competent in one's field is a moral responsibility. However, specialization developed to the point of arrogance breeds elitism. Sometimes elitism and specialization have deep foundations but they often lack breadth. Faculty must go beyond what they have been trained to be. Education is a life long process and life itself is an education. Experience, study, reading, listening, and teaching, etc., take its passenger to new levels of understanding, and this travelog should be shared with others.

Educators cannot afford to let themselves become "hyper-specialized with self-isolating vocabularies." These characteristics, it is feared by Mellon

CONCLUSION

A UNITED AND INTEGRATED EFFORT TOWARD RECLAIMING THE LEGACY (continued)

Foundation President John Sawyer, often result in a faculty that even after several years of advanced study, are no better educated than the undergraduates. The point is made painfully clear in a letter written by John Silber, president of Boston University to William J. Bennett:

> The Ph.D. is no longer a guarantee that its holder is truly educated. Everyone has seen the consequences of this: How frequently we now meet Ph.D.'s who are incapable of writing correctly their interests that the civilizing effect of the humanities appears to have been entirely lost upon them; who are so jejune in their research interests as to call into question the entire scholarly enterprise.[1]

To reclaim a legacy is not impossible; it will just be difficult.

References

1. William J. Bennett, To Reclaim a Legacy: A Report on the Humanities in Higher Education (National Endowment for the Humanities, Washington, DC, 1984), p. 18.

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